# Textbook Alignment to the Utah Core – 1st Grade Mathematics

***This alignment has been completed using an "Independent Alignment Vendor" from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes __X___ No _____***

**Name of Company and Individual Conducting Alignment: Kathleen S. Coleman; Coleman Educational Research LLC**

**A "Credential Sheet" has been completed on the above company/evaluator and is (Please check one of the following):**

**X On record with the USOE.**

**☐ The "Credential Sheet" is attached to this alignment.**

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 1st Grade Mathematics Core Curriculum**

**Title: ___Scott Foresman-Addison Wesley Mathematics, c. 2008_____ ISBN#: _TE 0-328-26399-0**

**Publisher:** *Pearson*

**Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100%**

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: N/A %**

**STANDARD I: Students will acquire number sense and perform simple operations with whole numbers.**

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| **Percentage of coverage in the *student and teacher edition* for Standard I: 100%** | **Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: N/A %** |

| OBJECTIVES & INDICATORS | | Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.) | Coverage in *Ancillary Material* (titles, pg #'s, etc.) | *Not covered in TE, SE or ancillaries* ✓ |
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| **Objective 1.1: Represent and use whole numbers up to 100.** | | | | |
| **a.** | Count, read, and write whole numbers. | 239I–239J, 241A–241B, 241–242, 243A–243B, 243–244, 245A–245B, 245–246, 247A–247B, 247–248, 249A–249B, 249–250, 255A–255B, 255–256, 257A–257B, 257–258, 261A–261B, 261–262, 263A–263B, 263–264, 265A–265B, 265–266, 269A–269B, 269–270, 279I–279J, 281A–281B, 281–282, 283A–283B, 283–284, 285A–285B, 285–286, 287A–287B, 287–288 | | |
| **b.** | Represent whole numbers using the number line, models, and number sentences. | 241A–241B, 241–242, 243A–243B, 243–244, 247A, 247–248, 251A–251B, 251–252, 265A–265B, 265–266, 279I–279J, 281A–281B, 281–282, 283A–283B, 283–284, 285A–285B, 285–286, 287A–287B, 287–288, 299A–299B, 299–300 | | |
| **c.** | Represent whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation. | 281A–281B, 281–282, 283A–283B, 283–284, 285A–285B, 285–286, 287A–287B, 287–288, 288–289 | | |

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| **Objective 1.2: Identify simple relationships among whole numbers up to 100.** | | | | |
| **a.** | Compare and order sets of objects and numbers using the terms greater than, less than, and equal to when describing the comparisons. | 295A–295B, 295–296, 297A–297B, 297–298 | | |
| **b.** | Make reasonable estimates of the quantitative difference between two sets of objects. | 249A | | |
| **c.** | Identify one more, one less, 10 more, and 10 less than a given number. | 17B, 17–18, 19A–19B, 19–20, 263A–263B, 263–264, 295A–295B, 295–296 | | |
| **d.** | Identify numbers missing from a counting sequence. | 245A–245B, 245–246, 263A–263B, 263–264 | | |
| **e.** | Represent part-whole relationships using the number line. | 97A–97B, 97–98, 125A–125B, 125–126 | | |
| **Objective 1.3: Model, describe, and illustrate the meanings of addition and subtraction and use these operations to solve problems.** | | | | |
| **a.** | Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types (i.e., part-whole, combine, separate, compare). | 43I–43J, 45A–45B, 47A–47B, 47–48, 49A–49B, 49–50, 51A–51B, 51–52, 53A–53B, 53–54, 61A–61B, 61–62, 63A–63B, 63–64, 65A–65B, 65–66, 67A–67B, 67–68, 69A–69B, 69–70, 71A–71B, 71–72 | | |

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| **b.** | Use the properties of addition (i.e., commutativity, associativity, identity element) and the mathematical relationship between addition and subtraction to solve problems. | 51A–51B, 51–52, 93A–93B, 93–94, 427A–427B, 427–428 | | |
| **c.** | Compute basic addition facts (up to 10 + 10) and the related subtraction facts using strategies (e.g., 6 + 7 = (6 + 4) + 3 = 10 + 3 = 13). | 91A–91B, 91–92, 93A–93B, 93–94, 95A–95B, 95–96, 97A–97B, 97–98, 99A–99B, 99–100, 103A–103B, 103–104, 105A–105B, 105–106, 107A–107B, 107–108, 111A–111B, 111–112, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–130, 131–132, 133A–133B, 133–134, 135–136, 137A–137B, 137–138, 139A–139B, 139–140, 141A–141B, 141–142, 143A–143B, 143–144 | | |
| **d.** | Find the sum of three one-digit numbers. | 120, 427A–427B, 427–428 | | |
| **STANDARD II: Students will identify and use number patterns and properties to describe and represent mathematical relationships.** | | | | |
| **Percentage of coverage in the *student and teacher edition* for Standard II: <u>100%</u>** | | **Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II: <u>N/A %</u>** | | |
| **OBJECTIVES & INDICATORS** | | **Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)** | **Coverage in *Ancillary Material* (titles, pg #'s, etc.)** | ***Not covered in TE, SE or ancillaries*** ✔ |
| **Objective 2.1: Recognize, describe, and represent patterns with more than one attribute.** | | | | |
| **a.** | Sort and classify objects using more than one attribute. | 307A–307B, 307–308 | | |
| **b.** | Identify, create, and label repeating patterns using objects, pictures, and symbolic notation. | 1I, R11–R14, 27A–27B, 27–28, 28A–28B, 28–29, 31A–31B, 31–32, 33A–33B, 33–34, 166, 270 | | |

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| **c.** | Identify, create, and label growing patterns using objects, pictures, and symbolic notation. | 243A–243B, 255A–255B, 255–256, 257A–257B, 257–258, 261A–261B, 261–262, 269, 273, 274, 302 | | |
| **d.** | Use patterns to establish skip counting by twos, fives, and tens. | 255A–255B, 255–256, 257A–257B, 257–258, 273, 274 | | |
| **Objective 2.2: Recognize and represent mathematical relationships using symbols and use number sentences with operational symbols to solve problems.** | | | | |
| **a.** | Recognize that "=" indicates that the two sides of an equation are expressions of the same number. | Many lessons provide students with the opportunity to meet this objective. Here are a few of the many examples.<br>49, 297A–297B, 297–298 | | |
| **b.** | Recognize that "+" indicates the joining of sets and that "-" indicates the separation of sets. | Many lessons provide students with the opportunity to meet this objective. Here are a few of the many examples.<br>49–50, 51–52, 53–54, 57–58, 65–66, 67–68, 69–70 | | |
| **c.** | Write and solve number sentences from problem situations involving addition and subtraction, using symbolic notation for the missing value (e.g., $\Delta + 4 = 7$). | 83, 95A, 126, 422, 428, 476 | | |
| **d.** | Create problem situations from given number sentences involving addition and subtraction. | 34, 46, 66, 80, 114, 138, 426, 448 | | |

| **STANDARD III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.** | | | | |
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| **Percentage of coverage in the *student and teacher edition* for Standard III: 100%** | | **Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: N/A %** | | |
| **OBJECTIVES & INDICATORS** | | **Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)** | **Coverage in *Ancillary Material* (titles, pg #'s, etc.)** | ***Not covered in TE, SE or ancillaries*** ✓ |
| **Objective 3.1: Identify, describe, and create simple geometric figures.** | | | | |
| **a.** | Name, create, and sort geometric plane figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon). | R9, 165A–165B, 165–166, 167–168, 169A–169B, 169–170 | | |
| **b.** | Identify geometric plane and solid figures (i.e., circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone) in the students' environment. | 155I, 165A | | |
| **c.** | Compose and decompose plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar. | 177A–177B, 177–178 | | |
| **Objective 3.2: Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements.** | | | | |
| **a.** | Identify the appropriate tools for measuring length, weight, capacity, temperature, and time. | 397A–397B, 397–398 | | |

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| **b.** | Measure the length of an object using nonstandard units and count the units using groups of tens and ones. | The following pages use non-standard units to measure length in units less than 10.<br>365A–365B, 365–366 | | |
| **c.** | Identify the value of a penny, nickel, dime, quarter, and dollar, and determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 5 nickels equals 25¢). | 329I–329J, 331A–331B, 331–332, 333A–333B, 333–334, 335A–335B, 335–336, 337A–337B, 337–338, 339A–339B, 339–341, 343A–343B, 343–344, 345A–345B, 345–346, 347A–347B, 347–348, 353A–353B, 353 | | |
| **d.** | Tell time to the hour and half-hour. | 207A–207B, 207–208, 209A–209B, 209–210, 211A–211B, 211–212 | | |
| **e.** | Name the months of the year and seasons in order, and use a calendar to determine the day of the week and date. | 225A–225B, 225–226, 227A–227B, 227–228 | | |
| **Objective 3.3: Collect, organize, and represent simple data.** | | | | |
| **a.** | Collect and represent data using tables, tally marks, pictographs, and bar graphs. | 309A–309B, 309–310, 311A–311B, 311–312, 313A–313B, 313–314 | | |
| **b.** | Describe and interpret data. | 307, 309B, 309A–309B, 309–310, 311A–311B, 311–312, 313–314 | | |